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**Students' perceptions on the factors that influence their willingness
to orally communicate in the EFL classroom in Ecuadorian high
schools.**

TRABAJO DE TITULACIÓN.

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Abstract

This research is about students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom in Ecuadorian high schools. This theme is important to study since motivation and willingness to communicate are vital for language learning of L2. The purpose of this study is to investigate factors like motivation, proficiency level, and personality type that affect students' willingness to orally communicate.

The general approach applied in this study was qualitative and quantitative. The data consisted on one hundred high school students from the city of Cuenca. Besides, this research was conducted with help of instruments as questionnaires and observation sheets in order to discover the truth about how the mentioned factors influence the participation of students in speaking activities in EFL classrooms. Thereby, the data collected was organized, and graphs were created to interpret the students' answers.

According to the data gathered, it was concluded that students have positives attitudes to participate in speaking activities. In fact, learners are motivated to speak English because they want to improve their proficiency level of English.

Keywords: willingness to orally communicate, attitudes, motivation, proficiency level, personality, language learning.

Resumen

El tema de esta investigación es percepciones estudiantiles sobre los factores que influyen su deseo de comunicarse verbalmente dentro del aula en colegios ecuatorianos. El propósito del presente estudio es profundizar el entendimiento de factores como motivación, nivel de inglés, y tipo de personalidad que afectan el deseo de los estudiantes de participar en actividades comunicativas dentro del aula. Para cumplir con este propósito 100 colegiales de la ciudad de Cuenca participaron en este estudio.

La metodología utilizada para esta investigación fue cuantitativa y cualitativa, asimismo, se desarrollaron instrumentos como encuestas y hojas de observaciones para averiguar cómo los factores antes mencionados influyen la participación de los estudiantes en actividades comunicativas dentro del aula. Los datos obtenidos fueron organizados y gráficos fueron creados para facilitar el análisis de los resultados;

De acuerdo a los datos obtenidos fue concluido que los estudiantes tienen actitudes positivas para participar en actividades comunicativas dentro del aula. De hecho, los estudiantes participan por un deseo de mejorar su nivel de inglés.

Palabras claves: motivación, voluntad para comunicarse, actitud, nivel de pericia, personalidad, aprendizaje.

Introduction

This research tries to explain the reasons behind the students' unwillingness to participate in speaking activities, and for this reason, the purpose of this study is to know the students' perceptions on the factors that influence their willingness to orally communicate in the EFL classroom by answering the following questions: how does motivation influence students' willingness to orally communicate?, how does proficiency level influence students' willingness to orally communicate?, and how does personality influence students' willingness to orally communicate?

Many studies about willingness to communicate have been conducted; Petrides (2006) made a study in order to discover if there is a relationship among students' attitudes, motivation, and their performance. The research demonstrated that there is a relationship among the mentioned factors since children with positive attitudes towards the learning of L2 had better outcomes than demotivated students. The limitation of this study was that students were not familiar with the kind of tests applied; for this reason, the researcher made a pilot test in order to familiarize learners with the test before the real one.

Another study that is related to this investigation is the one carried out by Fahim, Hamidi, and Sarem (2013). This study was conducted in order to find out if there is a relationship between teacher's self-monitoring and students' willingness to communicate. It demonstrated that when teachers self-monitor themselves and try to be better mentors, students have positive attitudes towards speaking English.

Clément, Dörnyei, and Noels (1994) carried out a study with the purpose of finding out the importance of motivation, self-confidence, and classroom dynamics for language learning. This study demonstrates that the use of dynamic activities foster group cohesion and help to motivate students. Besides, dynamic activities are important to create a more comfortable environment to learn.

This research has a crucial impact on education since it benefits teachers that are interested in improving their classes and fostering students' participation in speaking activities. The conclusions made for this study are helpful for creating lesson plans and syllabuses since this research shows the reasons that motivate students to participate in speaking activities.

Also, this study shows that students want to participate in speaking activities for improving their proficiency level of English, which is important to know for teachers and it demonstrates that intrinsic motivation is present in students. The conclusions obtained by this study are important and they have to be considered by English teachers at the moment of planning or creating syllabuses.

It is always considered that motivation is vital for language learning; however, about motivation there is lots of information and it is necessary to identify what motivation means in the language learning context. For this reason, this study helps to understand what motivates students to learn, which benefits English teachers and educative institutions that want to improve the speaking proficiency of their students. Besides, this research could be the base for other studies about personality and success in language learning since this study reveals the necessity of further research in this area.

The first limitation encountered during the development of this research was the available time to administer the student's questionnaires. It can be suggested enough time to complete the questionnaires without bearing the elapsed time in mind. In addition, some questions confused students and some of them had trouble with the questionnaire; for this reason, it can be suggested a pilot questionnaire applied to students before the real one since this might aid students so that they can fill the questionnaires in without mistakes. Another limitation is related to the fact that one observer filled all the observation sheets in; consequently, only one perception was reported. It can be suggested at least two observers to

fill the observation sheets in; thus, it would be possible to improve the reliability of the data. Finally, further research based on this topic should be conducted in order to discover whether there is a relationship between personality types and success in language learning.

Literature Review

Motivation is a very important part in any human activity and it is vital for language learning. The basis for developing the following research is motivation to communicate in English; however, to carry out this work factors as personality type, proficiency level, and the way speaking is taught in English classes will be analyzed.

Motivation is related to success in communication of L2 since students who want to learn will learn easier and many researchers have spent their time in order to discover the relationships and circumstances inside the classrooms about the learning of L2; therefore, there is a lot of research done in the area of language learning. However, only a few previous studies are pertinent to the present research and the studies that were selected will help to understand the reality about willingness to communicate in English and motivation in different contexts. The selected studies are focused to discover the students' opinions about the process of language learning in EFL classrooms. In some cases, students feel they do not have enough time to practice English and they want to have a better environment to learn L2. However, there are students than want to feel teacher's pressure in order to learn. Likewise, the selected research seek to understand the view and role of the English teachers in class.

For clarifying the factors that affect the learning of L2 and the willingness to communicate in L2, this literature review in its final part will revise five previous studies.

Motivation

According to Williams and Burden (1997), motivation is an intricate phenomenon and a wide discussion has been developed around it. Motivation is difficult to describe; for this reason, to interpret it in a simplistic way would be a mistake due to the complexity of the topic. It is not correct to see motivation to learn L2 as synonymous of fun. For Atkinson (1964) the need to achieve success is essential for learning and according to this point of view some people are highly motivated to reach objectives and complete tasks; however, others

could avoid completing tasks because of anxiety and fear. On the other hand, Gardner (1985) states his “socio-educational model of language learning” in which motivation is produced in learners when they put effort for doing things and have a desire to achieve goals plus positive attitudes towards the learning process. In Gardner’s model, the most important is the motivation to learn and he establishes a differentiation between orientation and motivation. Orientation is part of the motivation and the reasons for learning. Orientations could be integrative or instrumental. Integrative orientations are produced when learners want to be part of the culture of L2, whereas instrumental orientations are produced when learners have external reasons for studying such as either entering university or getting better jobs.

Pla (1997) offers another view about motivation, she states that there are two basic types of motivation: intrinsic and extrinsic. Intrinsic motivation is originated by own effort and work, whereas extrinsic motivation is related to external factors. Currently, the concept of motivation is mixed with the concept of fun and teachers sometimes have to entertain students instead of fostering the learning of L2. Extrinsic motivation (such as a reward for completing a task) could benefit some students and at the beginning it works, however, it could not benefit others and it eventually disappears. For this reason, teachers have to help students develop in them a more permanent motivation, and thereby, the intrinsic motivation appears as opposition and solution to the extrinsic motivation. In the same way, Williams and Burden (1997) state that teachers have a special role to comply in the classroom since they are who introduce either tasks or activities and their behavior and personality influences the students’ language learning process. It is essential the way of interaction between students and teachers, likewise, the students’ perception about educators. Pla (1997) states that it is important the role of the teacher for trying to generate intrinsic motivation in students, but to do this is not sometimes easy and teachers have to create lesson plans with suitable contents and communicative activities in order to facilitate the learning of L2. Williams and Burden

(1997) suggest that teachers in order to motivate students have to present clearly their intentions and develop activities with personal implications.

Proficiency level

There are different ways to classify the knowledge about languages since there are different scales; however, the Common European Framework of Reference for Languages gives a general structure to create syllabuses and an easy way of classification. Besides, the Common European Framework provides a route to follow in order to speak a language effectively and proficiency levels that facilitate certification of people.

Speaking is not a simple activity and it could be seen in different ways. Hence, it is possible to evaluate speaking through: overall oral production, overall spoken interaction or spoken fluency. There are three main levels: the basic user (A), the independent user (B), and the proficient user (C), each level has two stages (1 and 2). Therefore, the levels are A1, A2, B1, B2, C1, and C2 (Council of Europe, 2001).

People in level C2 are learners who have fluency and do not have difficulties to express their feelings and opinions since they are at the top of the scale. People in level C2 can use idiomatic expressions and colloquialisms. When these people speak do not hesitate and their fluency is natural. Their conversation is not only spontaneous but also reflexive. People in level C2 can explain clearly and in detail facts, thoughts, and feelings. They can participate in conversations unexpectedly (Council of Europe, 2001).

People in level C1 can express their opinions and feelings clearly and in a detailed way. They can understand an extensive range of expressions, rarely speak with effort and have a wide lexical. People in level C1 are spontaneous while they are speaking and have a broad repertoire of language. They do not have trouble to convey and explain facts. “Only a conceptually difficult subject can hinder a natural, smooth flow of language.” (Council of Europe 2001, p.36).

Level B2 represents grammatical control and people with this level can express their ideas spontaneously and with appropriate fluency. They understand complex speeches and can describe in detail facts and their opinions. People in level B2 can interact with native speakers without difficulty and they are able to unwrap in many situations. Nevertheless, people with level B2 tend to hesitate and it is noticeable when they are looking for grammatical structures and expressions. They sometimes produce long pauses while they are speaking although this situation is not frequent (Council of Europe, 2001).

According to Council of Europe (2001), level B1 represents people that can express their opinions and ideas in a comprehensible way, being able to speak without help about themes of their interest. It is easy to notice people in this level trying to develop grammatical structures while they are speaking. They are able to use a wide repertoire of language and participate in conversations about familiar topics. People in level B1 can understand the most important parts of a speech and they can enter in a conversation spontaneously.

Council of Europe (2001) states that people in level A2 have a noticeable characteristic: reformulation. They stop when they are talking and then they try to start their ideas again. They speak only about familiar topics and they are not able to demonstrate fluency. Hesitation is clearly present and they are not able to speak naturally with native speakers. People in level A2 can understand simple sentences and common words.

Level A1 represents people at the bottom of the scale, they can only speak and formulate simple sentences about places or people and responding to questions that were learnt in advance. Hesitation is always present and they cannot establish a conversation. People in level A1 only repeat sentences and questions. They are not able to explain either facts or feelings. They only recognize simple words that they have heard before and interaction with other people is very poor. (Council of Europe, 2001).

Personality

Hedges (2004) claims that there are sixteen personality types, but it is necessary first to mention the eight main characteristics that compose each one of the sixteen personality types. The first characteristic is extroversion (E). People, with this feature, talk easily and they want to work with others. According to Hedges (2004), the second characteristic is introversion (I). People, with this feature, are reserved and they like to be alone. The third characteristic is sensing (S), which implies that these people live their current circumstances trusting in the available data. They are also practical and these people like real things. Hedges (2004) claims that the fourth characteristic is intuition (N). People, with this feature, are creative and see the future as something with many possibilities. Besides, they work hard for creating better things. The next characteristic is thinking (T). When people have this feature, they take logical decisions and all their actions are based on reasoning. Another characteristic is feeling (F) and when people have this feature, they value others' feelings and opinions. They also take decisions based on their emotions. The seventh characteristic is judging (J); when people have this feature, they are organized and like to complete their projects. Finally, the eighth characteristic is perceiving (P). People, with this feature, are open to changes when new data is available (Hedges, 2004).

In the same way, Nardi (1999) states that there are sixteen personality types, which implies that people are born with certain characteristics that identify them. People usually are more attracted to some subjects than others and this is part of our personality. People according to their characteristics and preferences can answer a MBTI test and discover their personality type.

The first personality type is foreseer developer (INFJ). This kind of people are practical, intuitive, visionary, and creative. They have faith in their feelings and they are good at relationships because they understand people's emotions. They are reserved and INFJs only

trust in their close group of friends. The purpose is vital in their lives and they strongly defend their values. If INFJs have lots of pressure and stress, they will feel frustration and a desire of withdrawing (Nardi, 1999).

The second personality type is INFP or harmonizers clarifiers. They are people that have strong moral values and they live with loyalty to their thoughts. INFPs are creative and private. They believe in true relationships and they are open to express their deep values with the people they trust. INFPs are intelligent and they are good at seeing connections (Nardi, 1999).

The third personality type is ENFJ or envisioners mentors. They are sociable, and for this reason, they are good at having friends and understanding people's feelings. They are cooperative and collaborative; they like to support people. ENFJs are good at listening to others and they struggle for a better future. Finally, they are expressive and persuasive (Nardi, 1999).

According to Nardi (1999) the next personality type is ENFP or discoverers advocates. They are people with energy, enthusiasm, and creativity. They are looking for real relationships and they preserve these relationships through communication. ENFPs see connections that others do not. ENFPs are persuasive and versatile. They easily understand how people behave and they find a way to persuade them to grow.

INTJs (Conceptualizers Directors) are the next in list according to Nardi (1999). They are organized and objective people. They enjoy complex challenges and hate the disorganization. INTJs are good at solving problems and they find a solution quickly. INTJs are reserved and they do not have remarkable social abilities; for this reason, they sometimes find difficult to speak freely in a social group.

Another personality type is INTP or designers theorizers. They usually work alone due to their independence and autonomy. They are good at solving problems since they are

analytic and thinking. INTPs are ingenious, logical, and it is natural for them making discoveries. They are quiet and independent and people's feelings are not very important for them. INTPs are not very sociable since they are not interested in social events (Nardi, 1999).

According to Nardi (1999), ENTJs or strategists mobilizers are leaders and good at organizing people and things. They are logical, assertive, and creative. ENTJs are likely to hate ineptitude and ignorance. They are very competent for solving problems and they are satisfied with new challenges. They dislike routine. They think in order to reach objectives and have abilities to marshal people. ENTJs are visionary and they are always planning for the future. They are prepared to solve problems and they like to find them a solution. ENTJs sometimes take decisions quickly since they are direct and objective.

The next personality type is ENTP or explorers inventors. They are inventive and creative. They have self-confidence to achieve everything they like. They see connections in the world and look for patterns. ENTPs like efficient and intelligent people. They see difficulties as opportunities to discover the possible solution. ENTPs are able to improvise due to their talents. They are good at debating since they feel passion for defending their opinions and ideas; this sometimes motivates people to participate actively in the conversation. Finally, they are good at generating theories (Nardi, 1999).

Nardi (1999) states that ISTJ (Planners Inspectors) have as their principal qualities loyalty and responsibility, being good at overpowering difficulties too. They are remarkably competent and accountable and they like others to be accountable too. They are systematic and realistic. ISTJs like to work alone since they like to be accountable for the outcomes of their labor. They believe in facts and are practical. ISTJs do not change the way they do things since they believe there are enough reasons to follow procedures although sometimes they could change this opinion when facts show that new procedures are advisable. ISTJs are private and serious.

ISFJs (Protectors Supporters) consider very important their families. They are responsible and expect the same from others. ISFJs are kind and like people; they think that procedures exist for a reason and they follow them strictly. They usually give more importance to the necessities of others than of theirs. They are quiet, sensitive, and a little serious. ISFJs avoid conflicts although they defend their family and traditions since feelings are important for them (Nardi, 1999).

Another personality type according to Nardi (1999) is ESTJ or implementors supervisors. They enjoy being around people and family activities. ESTJs are hard-working and they know how to do things; for this reason, they usually are in charge of projects. They like others to be responsible. ESTJs when find a trouble take action in order to solve it. Under lots of stress ESTJs usually do not find the way to express their feelings and sometimes they feel alone.

The next personality type is ESFJ or facilitators caretakers. They work well with others since they are outgoing. They appreciate friendship and family. ESFJs like to be valued for the things they do for others. ESFJs marshal projects and people, they are cooperative and tactful. ESFJs have respect for traditions and are interested in others' feelings. ESFJ enjoy the happiness of others (Nardi, 1999).

Nardi (1999) claims that ISTPs or analyzers operators analyze data and take decisions. Likewise, they are practical and pragmatic, they want to reach the projected objectives. ISTPs save their energy and solve problems without spending lots of it. ISTPs do not like the rules and always are trying to understand how things work. They are reserved and discreet although they could speak fluently about topics they know well.

Another personality type is ISFP or composers producers. They appreciate all the moments of their lives and love freedom. They build relationships and loyalty. They are trusting people and enjoy working in something with purpose that helps people to get

happiness. ISFPs are really interested in people and they do things for people they love although they are not good at expressing this affection through words. ISFPs are usually underrated by people and have troubles to see their real value. They are good at looking for opportunities and solving problems (Nardi, 1999).

ESTPs (Promoters Executors) dislike concepts since they are practical and assertive. For ESTPs is important their environment and they are attentive to what happen at their surroundings. Due to ESTPs' behavior and personality, they have lots of friends and motivate people to live with enthusiasm. They are good at business and for ESTPs respect is very important (Nardi, 1999).

Finally, ESFPs (Motivators Presenters) are natural observers of people, they notice what troubles people and find a solution for their problems quickly. They do not always respect rules and enjoy the moments of life. ESFPs are good at working in teams and their conduct motivates people to enjoy life as them. They like to learn in a practical way since they dislike concepts. ESFPs prefer learning from experiences instead of theories. ESFPs are gregarious and supportive (Nardi, 1999).

Teaching speaking

There are many ways and theories for trying to develop speaking skills in students; indeed, some authors say that speaking is a process that has to be pushed although not everyone thinks that way.

Nation and Newton (2009) state that according to the comprehension approach is not appropriate to push learners to speak until they have enough knowledge about the language system that they are trying to learn. However, Swain (2005) states that to produce effective speaking is necessary to push students to talk in order to let them put attention to the grammar that they need. According to Nation and Newton (2009), there are many ways to push students to produce speaking; for example, talking about unfamiliar topics and without time for

planning. However, for preparing speaking tasks it is necessary to take into account many aspects in order to create suitable and helpful activities, and for this reason, topic, text type, planning, and time pressure are important to consider when a speaking activity is developed.

Likewise, Harmer (2011) suggests many examples of listening activities that teachers could use in the classroom in order to produce the necessary knowledge so that learners can start to speak. One of the possible examples of a speaking activity is role-playing. In this activity, students have to assume a specific role and they have to act and think as the character they are personifying. This activity is useful to push students to speak due to they have to express dialogues in order to complete the task. Other applicable exercises that could be used as speaking activities are; for example, the portrait interview and the photographic competition, the former is an activity in which the students have to ask a photo in order to solve the doubts it provokes (this activity could be used at any level) and the latter activity is designed to produce speaking through criterions that learners have to apply in order evaluate photographs, in this way, learners have to choose a winner and argue the reasons they had to select it.

About willingness and motivation to communicate in L2 have been conducted many studies and other research has been carried out in order to discover the reality inside the classrooms. All these investigation are related to language learning and many researchers want to discover and explain how languages and motivation to learn are related and how important factors such as attitudes, group cohesion, dynamics or teachers' self-monitoring are for a successful language learning. The following studies are relevant and they will help to understand the implications of students' motivation in the learning of L2. Besides, conclusions and recommendations made by the authors will help to find solutions to communicative problems found in the classrooms.

Petrides (2006) carried out a study with the purpose of relating students' motivation and attitudes with their performance. The participants of the study were 250 children at the age of six. The research was made with help of two questionnaires. The first questionnaire was prepared for teachers and the second was designed for children. The children's questionnaire was made with the purpose of evaluating the knowledge of students in listening and speaking interaction. Petrides before to carry out the research made a pilot study in order to discover the possible weaknesses of the research process. She discovered that the available time to answer the questionnaires was a problem. Some students could not finish the questionnaires in class and they finished the questionnaires at home. Some students did not even return the questionnaires they took home. Considering the difficulties presented in the pilot study, corrections were made to solve the problem of the available time and all the students had enough time to answer the questionnaires in class; in this way, all the students handed in the questionnaires in the class.

Petrides (2006) with her study found that children involved in the research did not reach the expected level of English and being speaking their bigger difficulty; children were not able to communicate effectively. The results of this study show that the role of the English teacher and the teaching materials are vital to engage students in the learning process. Students need to find interesting materials in English classes; thus, they will feel attracted to the learning of L2. Besides, the materials used in class have to be pertinent to the necessities and aspirations of children.

Petrides (2006, p. 14) states that "motivated children with positive attitudes towards the target language, learners who enjoy being in the classroom and who feel that what they learn will be useful for them in their life perform better than others".

Nia and Abbaspour (2012) carried out a research about students' attitudes towards the learning of English with the purpose of discovering if overall students' attitudes are positive

and if there is a difference between girls' and boys' attitudes. The participants of this study were 116 Iranian junior high school students. For the study was used a twenty items attitude questionnaire. The language of the questionnaires was Persian in order to facilitate the understanding of the questions in it. In this way, misunderstandings were avoided. Before starting the research, a pilot study was carried out to discover the students' opinions about the questionnaire; this ensured the reliability and validity of the questionnaire.

Nia and Abbaspour (2012, p.240) state:

For the ease of interpretation, the 20 items were categorized into 6 separate categories: educational and social status of English, social and instrumental value of English, the use of English with detract from cultural identity, orientation toward English, the intrinsic value of the English language and English based culture, and discomfort about Iranian people speaking English.

The research did not find important differences between girls' and boys' attitudes. Besides, the study found that Iranian students generally have positive attitudes to learn English; however, students are unwilling to communicate in English with their partners. For this reason, the role of the English teacher is especially important to produce effective communication among the students. From the study, it is concluded that the attitudes of the learners are important to reach language learning; however, it is necessary for the English teacher to take into account books, materials, and environment of study in order to generate appropriate conditions for learning.

Fahim, Hamidi, and Sarem (2013) carried out a research with the purpose of discovering the possible relationship between learners' willingness to communicate and teacher's self-monitoring. To comply with that purpose they used a questionnaire. Fahim, Hamidi, and Sarem (2013) in order to develop their qualitative and quantitative research interviewed 64 high school learners in order to know the limitations that they have when they

are trying to communicate in English. The study was conducted with help of teachers since they had to change their way of teaching in order to take into account the students' perceptions about the available time to talk in class. Learners wanted more available time to express and talk in English; hence, teachers provided more time to practice English without grades, which relaxed those students since they were not worried about grades. The results of this study show that self-monitoring is vital for teachers, and this ability is necessary for discovering their weaknesses when they teach; in this way, teachers can improve their classes and promote language learning. Also, the research demonstrates that there is a direct relationship between teacher's self-monitoring and success in language teaching. Keeping in mind the results of this research at the moment of creating lesson plans or syllabuses, it will be possible to improve students' willingness to communicate in L2.

In other study, Clément, Dörnyei, and Noels (1994) investigated how important attitudes and effort are for language learning. Likewise, self-confidence and dynamics used in class were studied as factors of language learning. This study was carried out in Budapest being participants 301 high school students. The materials used in this research were 2 questionnaires. One designed for the teachers and the other designed for the students. The questionnaires were administered during the English classes, which was possible due to teachers' and students' collaboration. The research proved that group dynamics are essential in developing group cohesion in class. Likewise, dynamics implemented in class helped to create a good environment for language learning. Besides, the research demonstrates that language proficiency is related to self-confidence since students develop positive attitudes and effort in order to acquire language. Also, the research found specific considerations about orientations since students wanted to learn English, but they did not want to be identified as part of a native speakers' community. The orientations were instrumental and due to cultural

factors learners wanted to learn English for knowledge. According to the study, dynamics helps teachers create an excellent environment for learning and develop group cohesion.

Padial and Tapia (2007) developed a research in order to discover the possible solutions to the absence of communication in L2 and the reasons about the students' refusal to speak in English. For this purpose, 170 Spanish students aged from 14 to 18 were asked to collaborate with the research. For carrying out the study instruments were developed. The instruments were two surveys (one for the teachers and one for the students). The data collected was qualitative and quantitative since each question had a value according to a five-point scale and an opportunity to write opinions about the questions. The research was carried out with the collaboration of students who asked about doubts they had about the survey.

The importance of learning English is recognized by students and this fact grows according to their age. Students feel that learning English is important for their life and future. For this reason, teachers should enhance their methodology of teaching L2 in order to get success in language teaching. Besides, many learners want to speak English but due to many factors this desire is affected. The available time in class to communicate in English is short and the lesson plans are not designed keeping in mind the importance of speaking English. Activities that are not based on real situations are another problem found in classes; the lessons are not completely communicative and real tasks are not performed. These kind of activities do not only help to create an appropriate environment for learning, but also let students be engaged in the learning process (Padial and Tapia, 2007).

Padial and Tapia (2007) claim that the classic role of teachers must be reconsidered since obsolete lesson plans that are commonly designed are not good enough for students. Teachers usually emphasize on grammar and vocabulary but they put less attention in real activities and in communicative tasks. Moreover, teachers usually use activities are not trendy

and popular. Nowadays, genuine tasks are used in order to involve students and attract their attention to the learning process of L2; for this reason, teachers must change the way they teach English. Besides, students want more time to talk in class since they feel bored when teachers only work with the whiteboard.

Padial and Tapia (2007) suggest that teachers must apply new methods to teach English since this way students will have a better environment to learn English and they will be satisfied with their English classes. It is important to supervise students in order to guide their learning process but this must not interrupt the development of autonomy in the students.

Method

Setting and Participants

This research was carried out in the city of Cuenca being the sample for this study 100 students from high school. The learners' age ranged from 12 to 18 years old. The participation of the students was anonymous and the sex of the participants was not considered for this study.

Procedures

The literature review is an indispensable aspect of this research and it was built up with help of books and previous studies about willingness to communicate (WTC). The topics considered for this research are related to motivation, proficiency level, and personality types. The methods applied for carrying out this research were qualitative and quantitative.

For gathering the data, a high school was visited in order to ask for permission to carry out this research. Having the authorization, 5 classrooms were selected to administer the students' questionnaires. In each classroom 20 students were chosen to answer the questionnaires. Afterwards, students' classrooms, where the questionnaires were administered, were observed during English classes in order to have more information about students' behavior and motivation to participate in speaking activities.

The instruments designed for this research were a student's questionnaire and an observation sheet. The student's questionnaire was composed of 7 questions; 5 of them were designed to obtain qualitative and quantitative data. The questionnaire was planned in order to obtain the students' opinions about what motivates them to participate in speaking activities. Likewise, the questions sought to find out students' perceptions about their personality type and proficiency level as factors that influence their willingness to orally communicate. The other instrument used in this research was the observation sheet composed of 7 questions developed for obtaining the researcher's perceptions about the factors (motivation,

proficiency level, and personality type) that influence the students' participation in speaking activities.

When all the students' questionnaires and all the observation sheets were collected, the data gathered was organized in tables to be qualitative and quantitative analyzed. Besides, graphs were created in order to facilitate the description of the results. The outcomes obtained from the student's questionnaires were related to the results obtained from the observation sheets in order to complement the analysis of the results.

Discussion

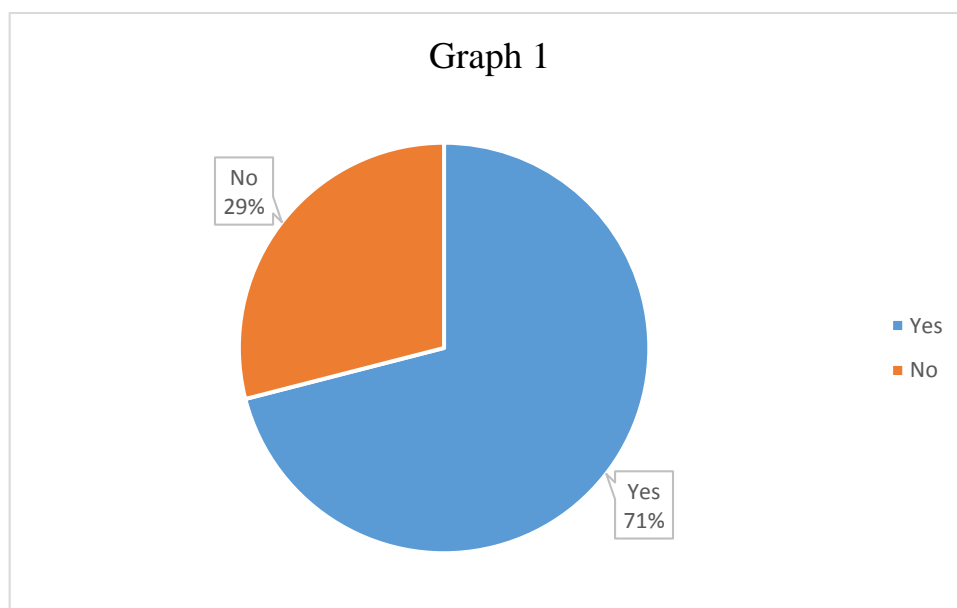
Description, Analysis, and Interpretation of Results

The data obtained was tabulated in tables and graphs in order to facilitate the analysis. Likewise, the students' opinions were considered in order to understand how motivation, proficiency level, and personality type influence learners' participation in speaking activities.

Qualitative and Quantitative Analysis

How does motivation influence student's willingness to orally communicate?

Do you feel motivated to speak English in class?



Author: Juan Carlos Pérez Zhingri

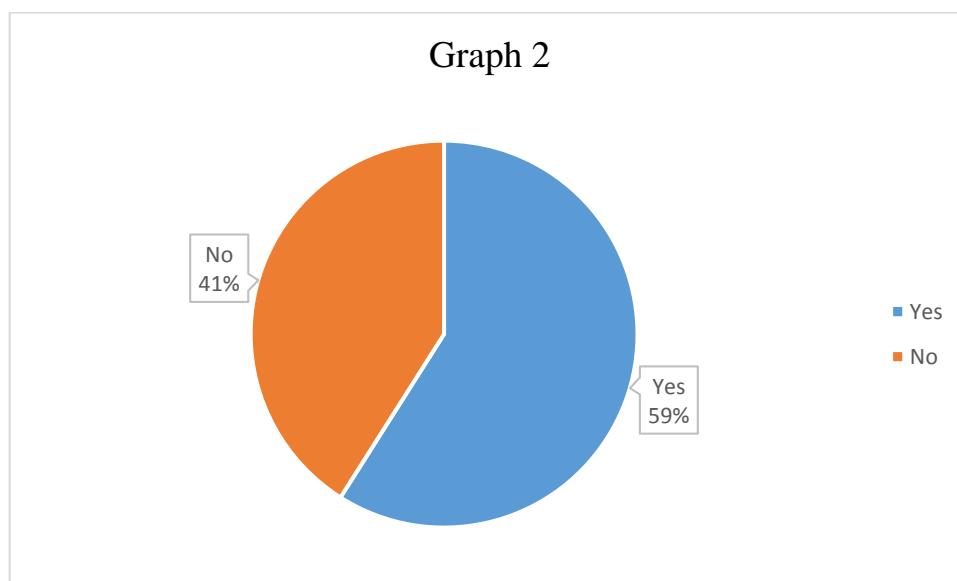
Source: Student's questionnaire

Tabulation of data gathered was carried out and the results obtained from question 1 of the student's questionnaire showed that 71% of students feel motivated to speak English in class and the reasons they have are because they like English; another reason is because they think that practicing speaking is the best way to acquire fluency, and finally, because English must be learnt. On the other hand, 29% of students do not feel motivated to speak English in class and the main reasons are because they do not have someone with whom to practice English; another reason is because students are afraid of mispronouncing English, and finally, learners affirm that they do not have enough knowledge of English to be able to speak.

Padial and Tapia (2007, p. 147) state that "in general, students are motivated to learn L2 since most of them admit the great importance of the subject" and this fact is supported by the results of this question since most of students expressed positive answers and perceptions about learning English because they are motivated to study and practice this language in speaking activities. Besides, the positive attitudes towards the language that Petrides (2006) states as vital for performing better in English were evident in students' responses; for example, they said that they liked English and English should be learnt, which demonstrates their positive attitudes for this subject.

Finally, according to the observations performed it was evident that most of students voluntarily wanted to participate in speaking activities. Even, students with low level of English showed positive attitudes toward the language and they were motivated to participate in the class in spite of their difficulties. Those students were really interested in learning and they took part of the speaking activities. Therefore, it could be said that proficiency level does not prevent students from participating in English speaking activities.

Do you feel motivated to speak English with your classmates?



Author: Juan Carlos Pérez Zhingri

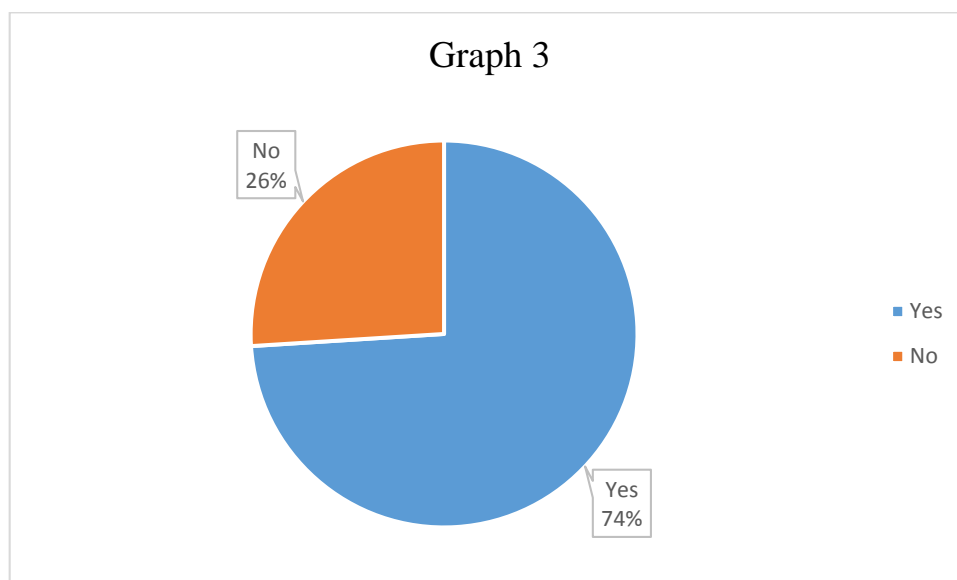
Source: Student's questionnaire

The graph above shows that 59% of the students feel motivated to speak English with their partners and it is because learners feel more relaxed when they speak with their friends; besides, students find speaking in English funny and useful for their learning. Students also argue that they like to speak with their partners because they want to get rewards for complying with speaking activities that the English teacher asks them to do. On the other hand, 41% of the learners do not feel motivated to speak English with their partners and it is because they think there is not enough time to speak English in class; also, because of the fear to mockeries, and for the lack of English knowledge for speaking.

These reasons to avoid speaking with partners are supported by Nia and Abbaspour (2012) who discovered that some learners are not predisposed to speak to their partners in English. Also, this fact is supported by the observations performed because it was observed that some students were shy and nervous at the moment of speaking to other students; however, teacher's attitudes promoted students' participation. English teachers helped students when they had problems to communicate and carry out the activity; for example,

teachers offered feedback when it was necessary and some rewards as extra points helped to produce students' participation. Also, English teachers created a friendly environment for learning since students were not afraid of asking for teacher's help.

Do you voluntarily participate in speaking activities during the English class?



Author: Juan Carlos Pérez Zhingri

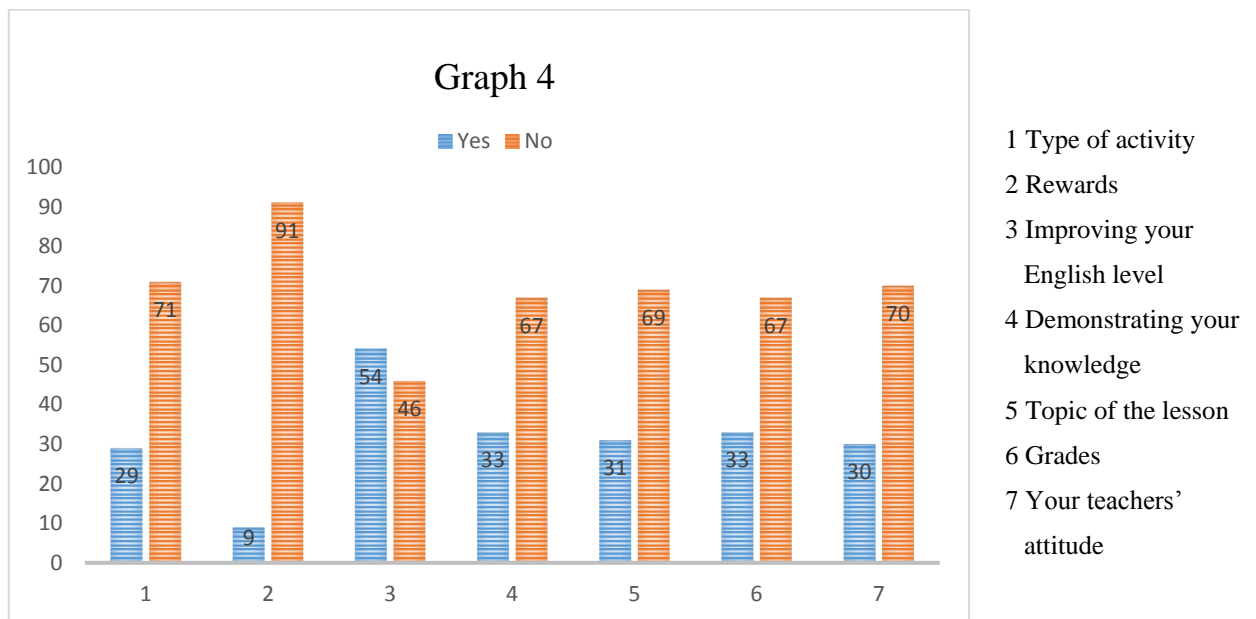
Source: Student's questionnaire

Graph 3 shows that 74% of the interviewed students indicate that their participation in speaking activities is voluntary. Students claim that it is because English is important for them and also because they like it. Finally, students claim that they take part in speaking activities because they want to learn to speak in English. On the other hand, 26% of the students do not voluntarily participate in speaking activities due to the fact that they do not like English; also because students do not know enough English, and finally, because they do not want to speak in English.

According to students' answers, it can be said that they have intrinsic motivation to participate in speaking activities in class; in this regard, Padial and Tapia (2007, p. 147) state that "students are generally intrinsically motivated". Besides, it was observed that students participated voluntarily in speaking activities which demonstrates, in fact, that students have

an inner motivation to learn and this is due to the strategies applied in class; for example, English teachers were always friendly and supportive with their students; in this way, they were cooperative inside the classroom and they wanted to participate. Besides, it was observed that students were very active in class, which made easier the English teacher’s job since the learners were never forced to participate.

Which of the following aspects do motivate you to participate in speaking activities?



Author: Juan Carlos Pérez Zhingri

Source: Student’s questionnaire

Graph 4 represents students’ responses about the reasons they have to participate in class. The most important reason students have to participate in class is for improving their English level (54%) and the least important reason is for rewards (9%). Other reasons to participate in class that students mentioned are type of activity (29%), demonstrating English knowledge (33%), topic of the lesson (31%), grades (33%), and teacher’s attitude (30%). The results show that students have different reasons to participate in speaking activities and all the mentioned aspects motivate them somehow; for this reason, these aspects are important to consider when lesson plans or activities are developed.

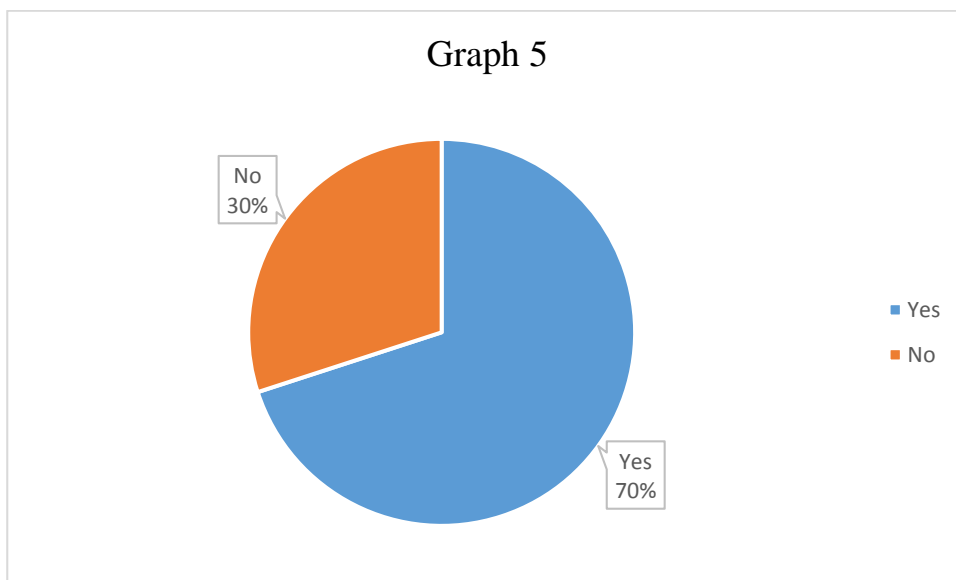
According to the results, 54% of students are motivated to participate in speaking activities because they want to improve their level and this implies that they have an inner motivation. In this regard, Pla (1997) states that students' intrinsic motivation is vital for language learning; this fact was also perceived in the observations carried out since it was noticeable that the motivation that learners had to participate in speaking activities was inner since they did not take part of speaking activities motivated by rewards or external factors; on the contrary, they joined in due to their desire of being better.

Another aspect observed was that the English teacher negotiated the type of activity to be carried out since students chose between two available activities and according to the results obtained 29% of the students are motivated by this aspect; hence, features such as topic of the lesson and type of activity could be negotiated in order to engage students' attention. Besides, students also wanted to get good grades (33%) and demonstrate their knowledge (33%); this fact was also observed because students were collaborative and it seemed that they wanted to show their abilities about English in class. These positive attitudes to participate in speaking activities are advantages for English teachers since students want to be better in English and that is a good starting-point for teaching.

Williams and Burden (1997) state that teachers have a special role to comply in the classroom since their behavior and attitudes influence the learning process of students and this fact is supported by the results of the present study since 30% of the students are motivated to participate in speaking activities due to teacher's attitudes. It is important to mention that in the observations performed, the English teachers mostly used rewards in order to motivate their students. Contradictorily, students reported that they do not give lots of importance to external stimulus.

How does proficiency level influence student's willingness to orally communicate?

Do you think that your English proficiency level influences your participation in speaking activities?



Author: Juan Carlos Pérez Zhingri

Source: Student's questionnaire

The graph above shows that 70% of the students think that their English level influences on their participation in speaking activities in class and the most relevant reason for this is because students feel that they are able to speak in English. On the other hand, 30% of students do not think that their level influences on their participation in speaking activities and the most relevant reasons students have are the desire to learn English and the necessity to reach good grades. Both positive and negative responses have reasons that are related to the need to achieve success; in this regard, Atkinson (1964) highlights this aspect as vital for language learning since students strongly motivated perform better than demotivated students.

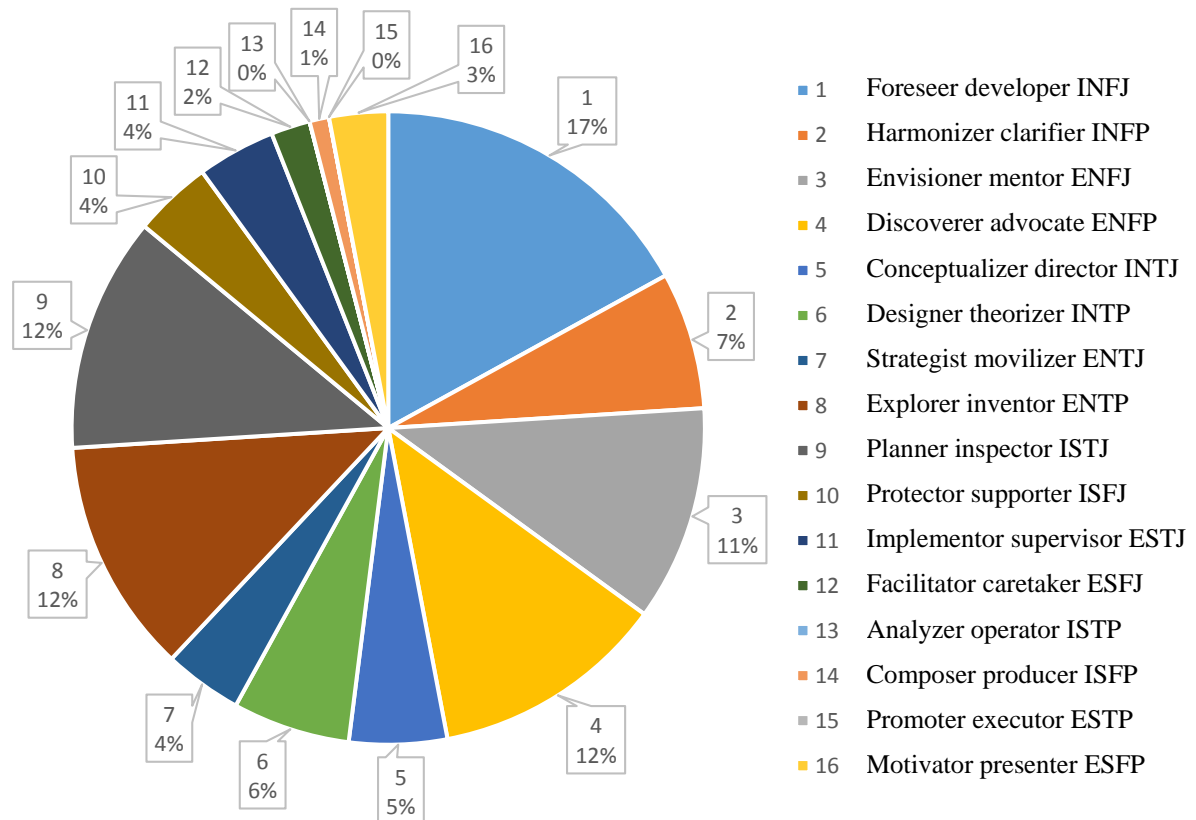
Besides, according to the observations, in any case teachers' performance helped students participate in class because they encouraged all the students to take part of the class. In some cases they offered students rewards or support; the teachers even offered emotional backing to ensure that all the students take part of the English classes. Both the students with

low or high level of English participated in speaking activities because of their aspiration of being good at English.

How does personality influence student’s willingness to orally communicate?

What type of personality do you have?

Graph 6



Author: Juan Carlos Pérez Zhingri

Source: Student’s questionnaire

Graph 6 shows the results about the personality types that students chose. The outcomes indicate that most of students consider themselves as foreseers developers with 17%, which means that for these students the purpose in their lives is vital. They are intuitive, practical, and creative, but when they are under lots of stress they sometimes feel frustration and tiredness (Nardi, 1999).

There are three personality types that obtained 12% each one. The first one is

discoverer advocate. The learners that chose that option consider that they are energetic, enthusiastic, and creative. For discoverers advocates communication is essential (Nardi, 1999). The next personality with 12 % is explorer inventor; they are inventive, creative, and good at looking for patterns. They enjoy being with smart people and defending their opinions (Nardi, 1999). The last personality type that got 12 % is planner inspector; in this regard, Nardi (1999) states that these people are very responsible, systematic and realistic. They are good at getting over difficulties and they like to work alone.

Additionally, 11% of students chose envisioner mentor as their personality type. According to Nardi (1999), these students are sociable since they understand people's feelings; besides, they are collaborative and persuasive. They clearly express their ideas and feelings.

In decreasing order the next personality type is harmonizer clarifier; 7% of the students chose this type of personality. These people have solid moral values and they believe in true relationships. They like to discover mysteries and they are good at seeing connections (Nardi, 1999).

Also, 6% of students identify themselves as designer theorizer, which means that they enjoy working alone because they like to be autonomous; their best qualities are analysis for solving problems and logical thinking. People with this personality type are not interested in social events (Nardi, 1999).

Besides, 5% of students indicated to be conceptualizer director. People with this personality type like to solve problems because they are structured and they hate disorganization. These people do not have outstanding social skills (Nardi, 1999).

The next three personality types obtained 4% each one. The first is strategist mobilizer, which means that this group of students consider themselves as assertive, logical, and organized leaders. They are visionary and they plan for the future (Nardi, 1999). The

second personality is protector supporter, people with this personality type think about rules as necessary procedures and they dislike people that ignore rules. Protectors supporters consider their families as important matters for their lives (Nardi, 1999). Finally, implementors supervisors (4%) who enjoy being around people are hard-working, responsible, and good at solving problems (Nardi, 1999).

Also, 3% represents to few students that consider themselves as motivator presenter. They are people that take risks, do not always follow the rules, and enjoy all the moments they can share (Nardi, 1999).

Facilitator caretaker is a personality type that is represented by 2% of the students and according to Nardi (1999), they like to work with others. They are also cooperative, tactful, outgoing, and they enjoy people's happiness.

The next percentage was 1%. Composer producer obtained this percentage. According to Nardi (1999), these people are good at looking for opportunities and solving problems ingeniously. Besides, they build relationships and loyalty.

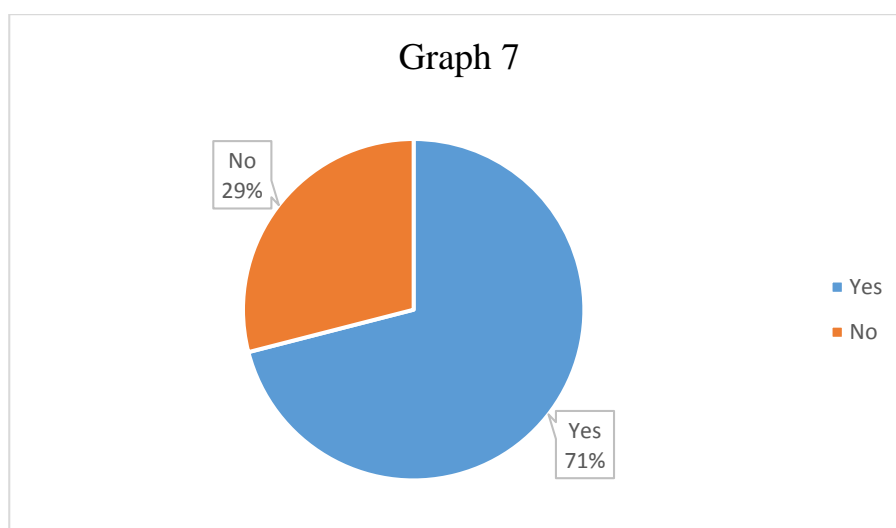
Finally, analyzer operator and promoter executor obtained 0%, which means that nobody considers to have the necessity of independency or negotiation skills as their most remarkable characteristics (Nardi, 1999).

According to the results obtained, it can be said that students in the observed classrooms are mainly intuitive; that is to say, they need to use their imagination for creating things and doing their daily activities (Hedges, 2004). Besides, they are responsible, creative, tactful, communicative, outgoing, and practical to solve problems. These facts were observed since students showed these characteristics during classes; however, some features such as shyness and isolation also appeared. These characteristics are related to personality types as designer theorizer (6%) or conceptualizer director (5%) who are not interested in social events or have problems to communicate freely in front of others (Nardi, 1999). These mentioned

personality types have to be specially considered by English teachers because these few students do not have the features that the rest of the students have; however; they have to take part of the activities developed for the whole class. It is important to mention that during the observations performed some English teachers pushed these shy and quiet students to talk in front of the class using rewards or friendly treatment.

Students' personality features are important and should be considered at the moment of creating communicative activities; however, based on the observations performed, it can be said that activities carried out during English classes were not always focused to satisfy those ambitions since students sometimes got bored with vintage activities as repetition drills.

Do you think that your personality influences your participation in speaking activities?



Author: Juan Carlos Pérez Zhingri

Source: Student's questionnaire

Graph 7 shows that 71% of students think that their personality type influences on their participation in speaking activities. Students claim that it is important to have positive attitudes since that way it is easier to be interested in participating in speaking activities. They also indicated that their participation depends on their shyness since extrovert students want to talk about their views and participate, whereas introverted students avoid to take part in speaking activities.

On the other hand, 29% of the students do not think that their personality influences on their participation in speaking activities. It may be because they do not speak English and they feel pressure and nervousness when they have to talk in front of the class.

Based on the results obtained, it can be said that most of students think that their personality is related to their participation in speaking activities; this is because they understand that features of their personality affect or help their desire to participate in speaking activities. According to the observations carried out, some students were shy and introverted in class, which affected in their participation in speaking activities; however, the English teacher made these students participate in class, which demonstrates that teacher's role is essential during English classes since the English teacher can make students participate in speaking activities in spite of their personality type. In this regard, Petrides (2006) states that teacher's role is vital to engage students to participate in their learning process.

Finally, it is added that personality type influences on students' willingness to participate in speaking activities; however, it is evident that rather than personalities, it is necessary to talk about attitudes since it is not possible to state that some students with a specific personality type are better or worse to learn English than others.

Conclusions

Students have positive attitudes to participate in speaking activities because they like English, enjoy participating, and are motivated to speak. Students are attracted to English since they think that this language is necessary and important for their future.

Motivation positively influences the learning of speaking because it produces into students an aspiration of being better and achieving success about oral communication. Motivated students are persistent and they voluntarily participate in speaking activities because they want to improve their skills to speak.

Motivation is vital to engage students in speaking activities. Motivated learners have a positive perception about the subject, feel comfortable speaking English with their partners, and like showing their knowledge to the class.

Students' proficiency level influences their participation in speaking activities since learners, with good level of English, have confidence to interact with their classmates and take part in speaking activities.

Students are intuitive, that is to say, they like imaginative and creative activities. When they do not perform speaking activities with those characteristics, they get bored in English classes and they do not pay attention to teachers' directions.

Most of students want to participate in speaking activities and learn English although most of them are introverted. Students' shyness affects their participation in class because some learners want to participate, but they are reluctant to do it voluntarily; for this reason, English teachers' role is vital in these situations to encourage shy students' participation in speaking activities.

Recommendations

It is recommended that teachers foster intrinsic motivation in students instead of extrinsic motivation because the former remains the same throughout the time, whereas the latter lasts just the moment when an external stimulus is offered by English teachers. When students are intrinsically motivated to participate in speaking activities they have an internal desire for improving their level and working hard in class.

English teachers should create speaking activities that involve all the students considering their personality types because this way students' rejection to activities developed in class can be avoided and students' positive attitudes to the subject can be created.

Finally, English teachers should encourage shy students' oral participation in class by using role-play or other interactive activities that push these learners to talk because all students have to participate in speaking activities in order to improve their proficiency level.

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Annexes



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLÉS
CUESTIONARIO DEL ESTUDIANTE

Estimado estudiante:

Este cuestionario tiene como objetivo conocer su opinión acerca de cómo influye la motivación, nivel de conocimiento y la personalidad en el uso del idioma Inglés en las actividades de “speaking” en el salón de clases.

La información que usted brindará a continuación se utilizará únicamente con fines académicos e investigativos.

Datos Informativos:

Nombre de la institución:			
Tipo de institución:	Pública () Privada ()		
Año de educación básica:	8vo ()	9no ()	10mo ()
Año de bachillerato:	1er año ()	2do año ()	3er año ()
Ciudad:			

Instrucción: Marque con una X según su criterio e indique la razón de su respuesta.

1. ¿Te sientes motivado a hablar Inglés en el salón de clase?

SI	NO
¿Por qué?	

2. ¿Te sientes motivado a hablar Inglés con tus compañeros en la clase?

SI	NO
¿Por qué?	

3. ¿Tu participación en las actividades de “speaking” en el salón de clase es voluntaria?

SI	NO
¿Por qué?	

4. ¿Qué te motiva a participar en las actividades de “speaking” que se realizan en la clase?

Tipo de actividad	()
Incentivos	()
Mejorar tu nivel	()
Mostrar tu conocimiento	()
El tema	()
Calificación	()
Actitud del profesor	()

5. ¿Consideras que tu nivel de Inglés influye en tu participación en las actividades de “speaking”?

SI	NO
¿Por qué?	

6. ¿Qué tipo de personalidad consideras que tienes? Marque una sola opción.

1	Foreseer developer: superan las diferencias y se relacionan con otras personas. Además son prácticos al momento de resolver problemas.	()
2	Harmonizer clarifier: descubren misterios y tienen una forma de conocer lo que es creíble.	()
3	Envisioner mentor: comunican y comparten valores, son intuitivos y disfrutan de procesos creativos.	()
4	Discoverer advocate: exploran percepciones y responden a ellas mediante un proceso creativo.	()
5	Conceptualizer director: visualizan las razones tras las cosas que suceden, son independientes y encuentran difícil interactuar con otras personas.	()
6	Designer theorizer: son talentosos para diseñar y rediseñar. Activan su imaginación, descubren, reflexionan sobre el proceso de pensamiento.	()
7	Strategist mobilizer: son líderes y organizan los recursos para lograr el progreso. Gestionan adecuadamente todos los detalles de tiempo y recursos.	()
8	Explorer inventor: son creativos e ingeniosos, intentan ser diplomáticos.	()
9	Planner inspector: idean planes y tomar responsabilidades. Cultivan buenas cualidades y hacen las cosas correctas.	()
10	Protector supporter: notan lo que es necesario y valioso. Son muy buenos para escuchar y recordar. Se sienten ansiosos cuando las personas ignoran las reglas o no tienen buena relación con los demás.	()

11	Implementor supervisor: tienen talento para traer el orden en situaciones caóticas. Se auto-educan y tienen una actitud trabajadora.	()
12	Facilitator caretaker: aceptan y ayudan a los demás. Reconocen el éxito de otros y recuerdan lo que es importante.	()
13	Analyzer operator: resuelven problemas activamente, necesitan ser independientes. Actúan de acuerdo a su intuición.	()
14	Composer producer: toman ventaja de las oportunidades. Resuelven problemas creativamente y tienen su propio estilo personal	()
15	Promoter executor: tienen talento para negociar, les gusta actuar como consejeros. Cuidan de su familia y amigos. Se molestan cuando los otros no muestran respeto.	()
16	Motivator presenter: tienen talento para presentar las cosas de una forma útil. Respetan la libertad y toman riesgos. Algunas veces malinterpretan las intenciones de otras personas.	()

7. ¿Consideras que tu tipo de personalidad influye en tu participación en las actividades de “speaking”?

SI	NO
¿Por qué?	



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
MODALIDAD ABIERTA Y A DISTANCIA
TITULACIÓN DE INGLÉS
Observation sheet

INSTITUTION:	
DATE:	
GRADE:	

1. The students actively participate in speaking activities in the English classroom.

YES	NO
Why?	

2. The students like to talk in English with their classmates.

YES	NO
Why?	

3. The students are self-motivated to participate in speaking activities.

YES	NO
Why?	

4. ¿Which of the following aspects motivate the students to participate in speaking activities?

Grades	()
Rewards	()
Improve their English	()
To impress the class with their knowledge	()
The topic	()
Type of activity	()
Teacher's attitude	()

¿Why?

5. Which types of speaking activities do teachers use in the classroom?

•
•
•
•
•
•
•

6. The students' knowledge of the language influences on their participation in speaking activities.

YES	NO
Why?	

7. The students' type of personality influences their participation in the speaking activities.

SI	NO
¿Por qué?	



UNIVERSIDAD TÉCNICA PARTICULAR DE LOJA
La Universidad Católica de Loja
OPEN AND DISTANCE MODALITY

ENGLISH DEGREE

Dear student,

The aim of this brief questionnaire is to obtain information concerning *your opinion on how motivation, proficiency level, and personality influence on the use of the English language in speaking activities.*

The following information will only be used for academic/research purposes. Please answer the following questions as honestly as possible based on the following criteria.

Informative data: Please fill in the information below

Name of institution :			
Type of institution:	Public ()	Private ()	
Year:	8 th	9 th	10 th
	1 st	2 nd	3 rd
City:			

Instructions: mark with an X the response that best reflects your personal opinion. Indicate the reason of your response.

1. Do you feel motivated to speak English in class?

YES
Why? NO

2. Do you feel motivated to speak English with your classmates?

YES
Why? NO

3. Do you voluntarily participate in speaking activities during the English class?

YES
Why? NO

4. Which of the following aspects do motivate you to participate in speaking activities?

Type of activity	()
Rewards	()
Improving your English level	()
Demonstrating your knowledge	()
The topic of the lesson	()
Grades	()
Your teachers' attitude	()

5. Do you think that your English proficiency level influences your participation in speaking activities?

YES
Why?

NO

6. What type of personality do you have? Mark just one option.

1	Foreseer developer: they overcome their differences and get along with others. They are also practical when solving problems.	()
2	Harmonizer clarifier: They discover mysteries and have ways to know what is plausible.	()
3	Envisioner mentor: they are communicative people and share values. They are also intuitive and enjoy creative processes.	()
4	Discoverer advocate: they explore perceptions and respond to them through a creative process.	()
5	Conceptualizer director: they imagine reasons behind things that happen. They are also independent and it is difficult for them to interact with others.	()
6	Designer theorizer: they are talented at designing and redesigning. They activate their imagination, discover, and reflect on the thought process.	()
7	Strategist mobilizer: they are leaders and organize resources to achieve progress. They properly manage time and resources.	()

8	Explorer inventor: they are creative and clever. They try to be diplomatic.	()
9	Planner inspector: they make plans and take the responsibility. They cultivate good qualities and do the right things.	()
10	Protector supporter: they realize what is necessary and valuable. They are very good at listening to people and remembering things. They feel anxious when people ignore the rules or do not have good relationships with others.	()
11	Implementor supervisor: they are talented at bringing in chaotic situations. They self-educate and have a working attitude.	()
12	Facilitator caretaker: they accept and help others, recognize the success of others and remember what is important.	()
13	Analyzer operator: they actively solve problems and need to be independent. They act intuitively	()
14	Composer producer: they take advantage of opportunities. They are creative problem solvers and have their own personal style.	()
15	Promoter executor: they are talented at negotiating they like to act as counselors and take care of their family and friends. They feel disappointed in disrespectful people.	()
16	Motivator presenter: they are talented at presenting things in a useful way. They Respect freedom and take risks. Sometimes, they misinterpret the intentions of others.	()

7. Do you think that your personality influence your participation in speaking activities?

YES
Why?

NO